

Pupil premium strategy statement Autumn 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Queen's CE Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022,2022-2023,2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Headteacher
Pupil premium lead	Ms K Verge
Governor / Trustee lead	Ms S Kodia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33240
Recovery premium funding allocation this academic year	£3480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36720

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of this plan is to ensure that children who have encountered disadvantage are not left disadvantaged.

Evidence shows that improving quality first teaching for pupils with additional needs, improves learning for every pupil. This is our school wide approach.

Targeted support will take the form of interventions within the classroom and additional to classroom learning. The aim is to specifically identify pupils' needs and provide opportunities for pupils to close the disadvantage gap and gain missed learning. Sometimes needs will be current barriers to learning, and the aim will be to implement strategies to remove the barriers and accelerate learning.

High attendance levels give pupils the best chances at improving their learning skills, hence our need to raise attendance levels for some PP pupils.

Additionally, wider opportunities are offered for pupils to access a range of clubs funded through the Pupil Premium Grant. This supports self-esteem, well-being and access to activities that support pupils' interests.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Underachievement of PP pupils in some year groups
2	Lower attendance of some PP pupils
3	Insufficient support in the home environment
4	FSM Pupils having limited access to wider opportunities
5	Some children experience social and emotional issues following lockdowns during the pandemic

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP pupils make at least the expected progress and attain at least the Age Related Expectation.	<ul style="list-style-type: none"> • Targeted interventions take place in class where possible, outside of class if necessary • SMART targets are set for pupils to know what they need to achieve. • Range of strategies used by staff to specifically target needs of pupils. • Training on Quality First Teaching for all staff (twilight CPD for teachers and in school sessions for TAs – weekly)
Every PP pupil has at least 95% attendance to enable them to access quality learning regularly.	<ul style="list-style-type: none"> • Relationships are built with families to support better attendance; CPD for staff to reflect this. • Work with EWO to support families and consider a range of strategies to support more regular attendance • Offer of Breakfast Club place to pupils with poor /late attendance
PP attend extra-curricular clubs and trips	<ul style="list-style-type: none"> • PP children take up the offer of £150 towards extra-curricular clubs • PP children attend educational visits and residential trips funded by the grant
PP pupils and families are supported with their wellbeing	<ul style="list-style-type: none"> • Mental Health First Aiders available in school (posters of staff to contact around the school). • Mental Health Team MHST run parent workshops to support parents. • EP runs staff training and parent workshops • Staff training on managing challenging behaviour including use of emotion coaching, restorative approaches Zones of Regulation

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Project. Purchase of supporting materials. Training for all staff.	Rosenshine's Principles in Action EEF Teaching and Learning Toolkit	1
Purchase of diagnostic assessment materials for reading and time for trained teachers/TAs to administer correctly	Standardised tests can provide reliable insight into the gaps in learning to enable the correct support interventions Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28769

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions delivered by skilled Teaching Assistants Training for TAs	EEF Making best use of teaching assistants	1
School led tutoring	Tuition targeted at specific needs and knowledge gaps can be effective to close the gaps. A significant proportion of the pupils that receive tutoring will be disadvantaged including those who are high attainers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to clubs £150 per FSM pupil	Used successfully for last few years to engage pupils in accessing additional opportunities they would not be able to access otherwise (increasing cultural capital)	4
Building relationships with families to increase attendance	Relationships and Communication https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2
Whole staff training on managing challenging behaviour, developing school culture, improving behaviour across the school	Targeted interventions and universal approaches can have positive effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Social skills groups and session with ELSA	Overwhelming evidence associating childhood social and emotional skills with academic performance and outcomes in later life. EEF social and emotional learning pdf	5
Mental Health First Aid Lead training and first aiders	EEF social and emotional learning pdf	5

Total budgeted cost: £ 36844

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Music intervention for pupils in year 1 supported pupils who were struggling with settling in to school and the transition to year 1, having missed so much of their education through the COVID Pandemic. The intervention gave children an appropriate space to explore their feelings through music. The impact of the sessions was improved self-regulation for children that had previously run out of the classroom or been disruptive. Being able to regulate their emotions enabled children to remain in the classroom with their peers and teacher and access their learning.

Children with specific spelling or reading comprehension difficulties are registered with 'Nessy', a programme that supports learning and practising spelling and comprehension. Teachers report a positive impact on these skills which is reflected in class work and attainment data.

Reading- parent volunteers came in to school to read with children to support their reading fluency and comprehension. Parents had training in supporting readers and effective questioning. This has helped PP children with their confidence to read in class, their context knowledge when reading with other adults and developed their comprehension skills.

National Tutoring Programme saw 36 pupils receiving 15 hours each of additional tutoring aimed at specific gaps in their writing knowledge and skills. The tutor reported that all pupils met targets with some exceeding, of this number of pupils, 10 were PP.

Year 2 and 3 ran interventions for handwriting. There was a significant improvement in handwriting contributing to the percentage of children reaching age related expectations in writing.

Quality First Teaching has improved. Across the school, staff are using clearer forms of modelling writing. The impact of this has been:

- EYFS: 84% achieved the Expected Standard in their Early Learning Goal of Writing.
- Y2: 60% achieved Expected or Greater Depth in Writing – this cohort of pupils were impacted significantly by the COVID pandemic in their early education.
- Y6: 96% achieved the Expected or Greater Depth in Writing.

Teaching interventions run by experienced teaching assistants in year 2 through all three terms focused on handwriting, phonics/spelling and maths. 60% of the cohort reached age related expectations in writing, 81% reading and 83% maths.

Investment was made in supporting Quality First Teaching, in addition to engaging in a local authority run project through Achieving for Children (AFC). Release time was given for teachers to work with senior leaders and external advisors on the lesson planning phase. The impact of this has been to raise the standard of curriculum planning and increase reflective practice across the school.

A focus on modelling writing and defining the writing journey, has improved writing outcomes across the school with Y1 78%, Y3 72%. Y4 72%, Y5 77% achieving the expected standard or higher.

Investing in improving the CPD for Teaching Assistants has enabled improved pupil support. A focus on supporting children to become more independent using the 5 step model which includes waiting time and prompting has improved TA support in classroom. This was particularly evident with the Y6 attaining 96% in writing, 94% in maths and 91% in reading in KS2 SATS 2022.

Clubs accessed by pupils, funded through PPG:

All 15 pupils accessed clubs from the FSM grant.

Children accessed a variety of clubs including football, basketball, science, techno kids, drama and craft.

All 15 families took advantage of the club offer.

Impact of pupils accessing the clubs: increased opportunities that would not have been available to them otherwise. Parents commented that their children would not have been able to access clubs without this funding and the funding enabled their child to attend a club alongside their peers.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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